DOCUMENT RESUME

ED 106 241 SP 009 150

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TITLE	Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.04; Reading Readiness. Teacher Corps Bilingual Project.
INSTITUTION	Hartford Univ., West Hartford, Conn. Coll. of Education.
PUB DATE	74
NOTE	13p.; For related documents see ED 095 128-143, SP 008 975-987, SP 009 146-149 and 151-163; Text printed on yellow paper and may not reproduce sharply
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Bilingual Education; Dyslexia; Elementary School Students; Learning Activities; Reading Instruction; *Reading Readiness; *Spanish Speaking; *Teacher Education
IDENTIFIERS	*Learning Modules

ABSTRACT

This teaching module deals with reading readiness. Upon completion of the module, participants should be able to (a) assess readiness needs, (b) list the components of readiness, (c) devise a readiness program for individuals, and (d) determine special readiness needs of the dyslexic child. Participants complete a preassessment test and learning activities, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.04 READING READINESS

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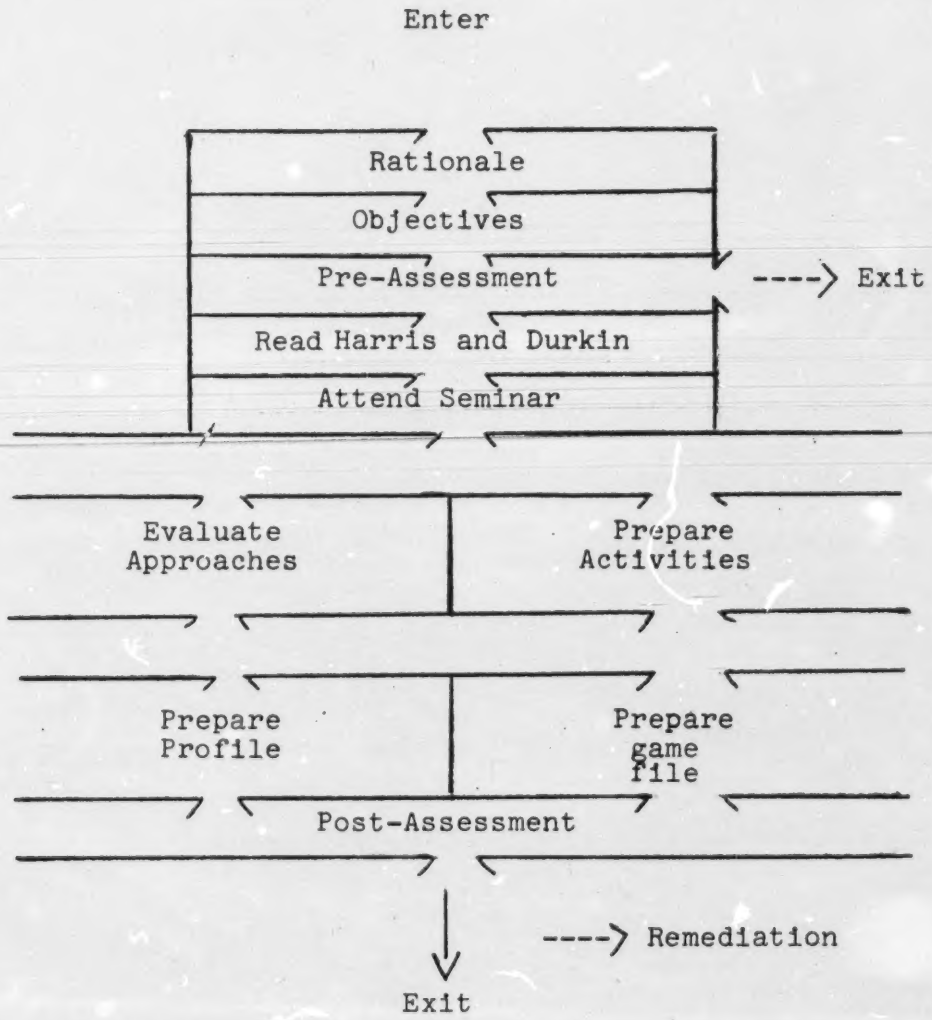
READING READINESS



OBJECTIVES

Given a series of alternatives on reading readiness, the participant will be able to:

- list four major skill areas taught in a reading readiness program.
- devise three instructional activities for one of the skill areas as an indice of his ability to devise a total readiness program
- define dyslexia

OBJECTIVES

Given a series of alternatives on reading readiness, the participant will be able to:

-assess readiness needs.

-list the components of readiness.

-devise a readiness program for the individual.

-determine special readiness needs of the dyslexic child.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each:

I. Four skills taught in a reading readiness program are:

A. _____

B. _____

C. _____

D. _____

II. Devise three instructional activities for any one of the above mentioned readiness skills.

A. _____

_____

_____

_____

B. _____

_____

_____

_____

C. _____

_____

_____

_____

III. Define dyslexia_____

_____

_____

I. Required: A and B plus either C or D:

A. Read the following two selections:

1. Harris, Albert J., "Developing Readiness for Reading," How to Increase Reading Ability. (New York: David McKay Co., Inc., 1961), pp. 25-62.

2. Durkin, Dolores, "Readiness for Reading," Teaching Young Children to Read. (Boston: Allyn and Bacon Inc., 1972), pp. 35-59.

B. Attend teacher lecture/demonstration on "Determining and Teaching Readiness for Individual" by the instructor.

Activity: Lecture outline

1. Evaluation of individual readiness

a. Administering the Durrell-Murphy Readiness Test

b. Interpreting the Durrell-Murphy Readiness Test

2. Developing and extending oral language

a. Developing teacher made games

b. Role playing in language experience

3. The perceptual approach to teaching reading

a. Seeking alternative methods of visual perception

b. Initiating pre-reading

4. Dyslexia - an introduction

a. Diagnosing dyslexia

b. Providing remediation for the dyslexic

C. Select three of the early-reading approaches listed below. (These materials may be utilized through an on site visit to the Regional Reading Center of Western Connecticut State College, Danbury, Connecticut or may be secured individually by the participant).

1. Montessori

2. Getting ready to read
3. A.B.C. dictation skills program
4. The "Responsive Environments" approach
5. Read along with me
6. Play 'n talk phonics
7. How to teach your baby to read
8. DISTAR

Activity: Evaluate these three early-reading approaches according to the following "Criteria Checklist."

Criteria Checklist

Suggested scoring: 5-excellent 4-very good 3-good 2-fair 1-poor 0-not part of material

5 4 3 2 1 0 Does the author provide the procedures he has recommended in his writings?

5 4 3 2 1 0 Is phonics taught?

5 4 3 2 1 0 Does the child actually read?

5 4 3 2 1 0 Is the word identification taught?

5 4 3 2 1 0 Are the phonic elements taught which will aid a child directly in the identification of strange words that he will encounter in basal-reading programs?

5 4 3 2 1 0 Are exercises provided for the practice of phonic elements?

5 4 3 2 1 0 Does the word development program seem to offer assurance that pupils will be able to analyze newly encountered words?

5 4 3 2 1 0 Is there a well developed word analysis program which utilized a variety of specific, clear-cut word exercises applied in day-to-day reading lessons?

5 4 3 2 1 0 Does the readiness program concentrate on specific reading readiness or on general readiness?

5 4 3 2 1 0 Does it develop such skills as ability to use the context; to use auditory clues; to combine auditory and context clues in helping children identify the printed word?

5 4 3 2 1 0 Are listening skills taught as a necessary part?

5 4 3 2 1 0 Is left to right progress specifically taught?

5 4 3 2 1 0 Is visual discrimination and memory specifically taught?

5 4 3 2 1 0 Does the author offer statistical data to support his technique?

5 4 3 2 1 0 Is sufficient practice provided to insure mastery?

5 4 3 2 1 0 Is any content part of the program or does the child only learn skills?

5 4 3 2 1 0 Do the illustrations contribute directly to the movement of the story? Do they add meaning to the text or skill information being taught or are they decorative?

5 4 3 2 1 0 Is the teaching guide specific enough to be useful to the teacher or parent?

5 4 3 2 1 0 Are lessons preprepared?

5 4 3 2 1 0 Can the material be easily handled by a preschool child?

Summary of Evaluation

D. Select one of the following sub-sections from: Croft, Doreen J. and Robert D. Hess, "Language Arts," An Activities Handbook for Teachers of Young Children. (Boston, Mass: Houghton Mifflin Co., 1972), pp. 2-40.

1. Verbalizing

2. Visual motor

3. Auditory perception and memory

4. Visual perception and memory

5. Conceptionalizing

Activity: prepare all the activities/games listed in this section and present one as a main lesson.

II. Optional: may be completed for extra credit:

A. Prepare a readiness profile of a kindergarten class approved by the instructor.

B. Build a "reading readiness" game file based on instructor guidelines.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. Four skills taught in a reading readiness program are:

A. _____

B. _____

C. _____

D. _____

II. Devise three instructional activities for any one of the above menthoned readiness skills.

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

III. Define dyslexia _____

_____

_____

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Chall, Jeanne S. Learning to Read: The Great Debate. New York: McGraw-Hill Book Co., 1967.

2. Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children. Boston: Houghton Mifflin Co., 1972.

3. Durkin, Dolores. Teaching Young Children to Read. Boston: Allyn and Bacon, Inc., 1972.

4. Harris, Albert J. How to Increase Reading Ability. New York: David McKay Co., Inc., 1961.

5. Harrison, Lucille M. Reading Readiness. Boston: Houghton Mifflin Co., 1936.